EIA-Funded Program Name:

* Current Fiscal Year EIA Allocation to this EIA-Program:

* Name of Person Completing Survey and to whom EOC members may request additional information:

* Telephone number:

* E-mail:

History of the program. Please mark the appropriate response (choose one):This program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

Is a new program implemented for the first time in the current fiscal year

Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

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The 2005 South Carolina Education and Economic Development Act (EEDA) (Section 59-59-10)
references the principles of HSTW/MMGW in Section 59-59-130, requiring all high schools to
implement the principles of HSTW or another cluster or major organization model by the
beginning of the 2009?10 school year.
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Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

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1A.57
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What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?
Regulations:

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Regulations: No South Carolina regulations exist governing the HSTW/MMGW initiative. South
Carolina is one (1) of thirty-two (32) states implementing this Southern Regional Education
Board (SREB) whole school reform initiative.
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Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?

Yes

No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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The long-term mission of this whole school reform initiative is to enhance learning
opportunities of students by providing them with opportunities to perform at high levels of
academic and career and technical achievement. Reform sites must require all students to
complete a solid academic core, teach in ways that engage students in learning challenging
content, and provide support and extra help for students who have difficulty in mastering
content. Sites implement ten key practices to facilitate an increase in the percentages of
career-oriented students who complete a planned sequence of career/technical courses and a
challenging academic core in English/language arts, mathematics, and science needed for
postsecondary education and careers. Sites must commit to implementation efforts to increase
the percentages of career-oriented students (those who will begin work immediately following
secondary education and those who will seek industry certifications, additional postsecondary
instruction, an associate of arts or sciences degree, or advanced postsecondary degree) who
demonstrate performance in reading, mathematics, and science at proficiency levels necessary to
pass employers' exams and to pursue postsecondary studies without having to take remedial
courses.

The program's short-term objectives for 2007-08 include the following:
- getting students to take a rigorous academic core and high quality career/technical courses
in high-demand fields;
- teaching in ways that students see a reason for learning the content and that engages them in
challenging assignments that get beyond memorization of facts and procedural knowledge;
- having a faculty with a shared and strong commitment to provide students the extra help
needed to meet core standards;
- providing a mentor to assist each student and his or her family in exploring and setting post-
high school goals, developing a challenging program of study (IGP) aligned to those goals, and
reviewing the progress at least annually;
- reaching consensus with faculty members on what it means to teach to high standards, to teach
well, to help low-performing students become independent learners, and to create a climate of
continuous improvement and support for faculty and students;
- developing successful transition programs for middle grades to high school that result in
more students being successful in more rigorous academic courses, and
- using the senior year to get more students ready for postsecondary studies and work.
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In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

During the 2006-07 school year, 35 HSTW/MMGW site technical assistance visits were conducted. These visits were conducted by 10-12 member teams and sites were provided with very lengthy, data-driven reports providing detailed commendations and challenges relative to the sites' whole school reform implementation efforts. SC Department of Education leadership sponsored new site development workshops for 35 sites joining the initiative. Programmatic strands of presentations were provided to all sites at the 2007 Education and Business Summit in June, 2007. Data analysis and numeracy workshops were provided for all whole school reform participants; over 300 individuals participated in these workshops. Presentations were made to potential whole school reform sites, at the SC Middle School Association, and at the Southern Regional Board regional and national conferences. Reform initiative calendars were provided to all sites, including extensive, detailed professional development opportunities for whole school reform sites (115 HSTW and 63 MMGW). Funding for reform implementation and professional development was provided to all sites.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

- Approximately 400 educators participated on technical assistance visit teams.
- Thirty-five detailed, data-driven technical assistance visit reports were written, reviewed, edited, and approved for delivery to reform sites by the SC Department of Education and/or the Southern Regional Education Board
- Over 300 educators participated in numeracy and data analysis workshops.
- Approximately 600 educators participated in new site development workshops at the 2007 Education and Business Summit.
- Over 500 educators from all SC whole school reform sites attended sessions designated for whole school reform professional development at the 2007 Education and Business Summit.
- Ten educators were trained to lead whole school reform technical assistance visits.

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The results of this program include the following:

Outcomes and results are site-specific and detailed in a whole school reform assessment conducted every other year. The next assessment is scheduled for the spring of 2008. A reform-oriented assessment focusing on reading, math, and science and including both parental and instructor assessment components will be administered at all reform sites. Site-specific results are available from the Office of Career and Technology Education, Dr. H. MiUndrae (HSTW) and Tina White (MMGW). Individual sites are provided with information that supports appropriate professional development, comparative data relative to performance in reading, math, and science, and teacher and parent assessment data.

Program Evaluations
What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

    Yes   No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

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January and February 2006 - HSTW/MMGW Program Assessment was given at each site.

All results and recommendations are site-specific and detail information addressing the
initiatives' key practices. Copies of these external assessments can be provided by the
individual sites or via the SC Department of Education's Office of Career and Technology
Education.
South Carolina has been recognized for having the greatest number of students completing the
nationally recognized recommended curriculum, which requires more core content courses in
addition to a career and technical component.
A state assessment summary document is available from state coordinators (identified in item
#10 above) at the SC Department of Education.
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Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

    Yes

    No

If no, why not?(MAX: 100 characters)

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Hard copy available upon request
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The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

    The same as appropriated in the current fiscal year's appropriation

    An increase over the current fiscal year's appropriation

    A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Data entry complete for this year.

Will additional information (eg. charts, tables, graphs, etc.) be submitted under separate cover to EOC for this program? If so, submit to Melanie Barton at mbarton@eoc.sc.gov. The program number should be cited in the subject of the e-mail.

Yes   No